

THE *Journal* AER OF THE

IN THIS ISSUE:

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EDUCATIONAL TV — ITS PROBLEMS AND POTENTIALITIES	
by Paul A. Walker	50
EDUCATIONAL TV — A MUST IN NEW YORK STATE	
by Walter R. G. Baker	52
THIRD NEW YORK TV STUDY	53
THE EFFECTS OF TV ON CHILDREN	
by Robert A. Kubicek	55
CLASSROOM TV — ITS POTENTIALITIES AND PROBLEMS	
by Harold Hainfeld	56
TELEVISION OPERATIONS TRAINING	
by K. L. Dragoo and K. M. Nielsen	58

OTHER FEATURES: THE PRESIDENT'S PAGE, inside front cover. EDITORIAL, page 49. AVAILABILITIES, page 59. MORE NEW MEMBERS, page 59. EVENTS OF SIGNIFICANCE, page 60. OUTSTANDING PROGRAMS, page 60. IDEA EXCHANGE, back cover.

THE ASSOCIATION FOR EDUCATION BY RADIO

The President's Page

THERE HAVE BEEN, in recent weeks, many new developments that will further the cause of educational television. AER-T is actively supporting the many activities now underway that will certainly lead to the successful realization of many educational television stations operating on the channels set aside for such facilities.

What has been a year of decision for education is rapidly narrowing to a few months of decision. The date on which the measure of our efforts will be taken is just around the corner. Recognizing the limited time left to us, the Joint Committee on Educational Television, of which AER-T is a constituent member, called a Seminar in New York City on January 21-22, with officers of its constituent members and leaders of industry to discuss immediate plans for future activities of JCET and also ways in which to accomplish the highest levels of cooperation between all interested groups.

Naturally, a number of important phases of the whole problem were discussed during the two days of deliberations, and those in attendance came away with varying impressions as to what were the more important results. One must editorialize to some extent in reporting such a meeting.

The past record of JCET in organizing and implementing the support of all educational forces deserves the fullest commendation of every member of each participating group. The leadership of Chairman Edgar Fuller and Executive Director Ralph Steetle, and their staff, has been exemplary. We may be assured that all interests are being diligently and effectively represented.

Education all too often takes refuge in generalities when dealing with new areas and new problems. William Sener of the Allan Hancock Foundation pointed out that education sold the FCC a "bill of goods," so to speak, when it requested the reservation of a number of television channels for non-

commercial educational use. This request was based on the declared need of education for a new dimension in the learning process. Thus far there has



been no specific definition as to just how this new dimension would be used. We have been saying what we can do, given the opportunity, but we have not yet said who can do it or just how it will be done. There is immediate need for the creation of several studies that will result in the drafting of specific formulae that can be applied when educational stations become a reality.

It should be noted that many of these needs lie in the sphere in which the classroom teacher operates. Answers to such questions as: "How will effective in-school programs be structured?" "What are the best methods to be applied by the teacher in the use of in-school programs?" and "How can the teacher become professionally equipped to incorporate television in the educational process?" are only some of the needs of the moment. Since the classroom teacher is the mainstay of AER-T, it would seem that many more such specific problems could well stem

from our membership. Now is the time to express these needs so that they may be considered at the earliest possible time.

If studies in the above areas will give us guidance as to the "how" of things, will they also solve the problem of "who" is to do the job? One of the most severe criticisms being leveled at educators by professional telecasters is that we do not know what we are talking about. We may be good educators, but we are incapable of translating the educational atmosphere into the television medium. Our answer is, of course, that the professional telecaster fails too often to recognize in the educational atmosphere that which constitutes good education although it be good television. Still we are unable to meet this criticism squarely by producing a sufficient body of skilled television artisans from

[please turn to page 51]

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**EDUCATIONAL
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TV—Education's Most Critical Problem

HOW MUCH EMPHASIS should this professional journal place this year on Television? The record reveals that the first four issues of the current school year contained sixteen major articles. Of this total, 10 dealt with television, 3 with both TV and radio, 2 with radio, and 1 with tape recorders.

Is this amount [62.5 per cent] disproportionate? It has been said that the year which ends June 2, 1953 will prove to be the shortest year of our lives. Already, more than two-thirds of it has passed. Much is to be done if the educational TV channels are to be used as the FCC intended. If television has the greatest potential for education of anything man has devised since the invention of printing, could space be devoted to a more worthy subject?

Television Dominates Again—The opening article this month presents an authoritative statement from the FCC chairman. No public servant has done more for education in recent months than Paul Walker. He believes an educational TV system is essential and has given of his time, energy, and ideas to insure its realization. This time, addressing a seminar called by the Joint Committee on Educational Television, he warns against delay. It is the opponents of educational television who, in his opinion, are presently advocating delay. Will their arguments, which were used 20 years ago with respect to radio, gain acceptance today? The public needs to know that these same false prophets prevented educators from securing the AM radio facilities essential for the rendering of an adequate service. And, convinced of this fact, is unlikely to permit educational television to suffer the same fate.

Walter R. G. Baker, an executive of the General Electric Company, presents sound arguments in our second article in urging the establishment of educational TV in New York State. He is convinced that the proposal of the New York Board of Regents is economically feasible and, more important, it may well be an economic necessity. Furthermore, he believes "that the security and well-being of the United States may depend in no small degree upon the use of educational television."

Preliminary results of the third New York TV study and comparisons with the two previous studies constitute our third article. Readers will be concerned to discover that there has been "a steady increase in the amount of drama, lead by crime drama, and a rise in the amount of violence." Other interesting findings appear in this summary statement.

A Chicago layman expresses his point of view on the effects of TV on children in our next article. And he renders a real service in recommending some beneficial programs and in naming others "currently under fire."

Harold Hainfeld, Union City, New Jersey, who contributed an article for our December issue offers some gen-

eral observations on the use of television in the classroom. His school, although it produces no TV programs, is able to profit from those produced by the Newark [New Jersey] and New York City schools. He also points out the service that commercial TV renders in various subject-matter fields. And he attacks the old problem of school schedules and offers a possible solution.

Two teachers from the San Francisco schools, K. L. Drago and K. M. Nielsen, describe a significant educational project—training radio broadcast operators for television station operation. This is an important school service, in view of the needs for trained engineering personnel to staff the new stations soon to be erected throughout the country.

TV Workers Needed—Also in this issue appears a brief statement from Harold E. Fellows of the National Association of Radio and Television Broadcasters. He feels that educational institutions have the important task of training young men and women as potential leaders in tomorrow's TV industry. He estimates that 40,000 individuals will be needed by the 1,000 TV stations and that the preparing of that many qualified individuals will demand the close cooperation of the industry and educational institutions.

A Successful Radio Program—"Reaching the Community by Radio" is the title of an informative article which appears in the February, 1953, issue of *The Phi Delta Kappan*.

George W. Boswell, associate professor of English, Austin Peay State College, Clarksville, Tennessee, the author of the article, describes the format and sets forth the techniques he used in a weekly discussion program which he originated recently over a local radio station.

The author concludes his presentation with a list of five important benefits which result from such a program:

- [1] Better college-community relationships and understanding;
- [2] Introduction via radio of community leaders and other interesting personalities to the citizenry;
- [3] Stimulation of many more intellectual on- and off-campus conversations than "Who's going to win the game this Saturday?"
- [4] Promulgation of more thinking and better understanding of critical issues in many of the radio audience.
- [5] Fuller acquaintance of [the author] with community leaders, better familiarization with many topics, himself, and a satisfactory soothing of his conscience because of the feeling that he is taking steps to serve his immediately surrounding society.

An Invitation—The *Journal* is what its readers make it. The Editor urges every reader who has interesting ideas or worthwhile experiences in the educational radio or TV fields to share them. Manuscripts are always needed and appreciated.—TRACY F. TYLER, Editor.

Educational TV—Its Problems and Potentialities*

Paul A. Walker

Chairman, Federal Communications Commission

THE ACTION OF THE FEDERAL COMMUNICATIONS COMMISSION in setting aside 242 television channels for the exclusive use of education was a calculated risk.

It was made in the face of education's unhappy record in AM and in the face of grave misgivings by some quite responsible and respectable individuals.

I thought then that the decision to take the calculated risk was in the public interest. I am happy to say that in the main the events that have occurred since April have reinforced that belief.

It might be said that the FCC, having reserved these channels, had done its part for educational television and that from then on the responsibility for action rested with the educators and the civic leaders of the 242 communities. Be that as it may, the educators have continued to ask for additional action—in the form of speeches on behalf of that cause. So some of us at the Commission have taken another calculated risk and have put our powers of persuasion at the service of the movement—with what result remains to be seen.

Some of us have ranged rather widely and spoken at various meetings in an effort to be helpful to the crusade. This activity has been regarded in some quarters as having been above and beyond the call of duty and in fact has been subject to some criticism, but not, I might add, from sources which cause me to lose too much sleep.

While I have been heartened by all the meetings I have attended, I was particularly encouraged by the Educational Television Programs Institute at Pennsylvania State College, April 20 to 24 under the sponsorship of the American Council on Education. The results of that significant gathering can be seen in all parts of the United States.

Of special significance also was the Southern Regional Education Board's meeting of 14 states at Atlanta in December. I hope that this pattern of regional cooperation may be copied elsewhere, for it has impressive potentialities.

*Presented before the Seminar of the Joint Committee on Educational Television, New York, January 21, 1953.

Another gathering which will always be a highlight in my memory was the conference called by Governor Earl Warren at Sacramento in December. Some 2,500 educators and leaders in public life responded, followed an efficient and well-thought-out agenda, and heard Governor Warren's stirring call to action.

Needless to say I shall always contribute according to my time and energy toward the movement to build on these channels. But, in the main, the fight now rests with educators and with civic leaders. I am glad to be able to say that what the educators have done since they began to fight for the reservation of these channels demonstrates how effective they can be when they cooperate on an action program.

As I see it the pattern of opposition that is emerging from the current battle is a strategy of delay. These opponents realize that the American public is becoming so well educated on the potentialities of educational television that an attack on the merits would be futile.

So the strategy now is the strategy of delay. They realize that every day of delay is a day in their favor. They realize that time for the educators is not expendable.

This strategy of delay takes several forms.

First, there is the tactic to consume time by rehearsing arguments that have grown old and stale. These arguments were gone into thoroughly and extensively by the Commission during its allocation proceedings. I would judge that anything that could be said on them has already been said expertly and at length.

I am thinking of such hardy perennials as: "Why can't the commercial stations do the job?" "Why don't the educators buy time on commercial stations?" and "Why not pass a law requiring the commercial stations to give a fixed percentage of time to educators?"

Then there is the tactic of agreeing that this is a marvelous idea but in the next breath pointing out that this is not the time. Next year, perhaps. Or the

year after. Or some other vague time in the future. Some time in the sweet bye and bye will come the millenium, the perfect time when money will grow on bushes and all this can be accomplished with nary a headache for anyone.

We come now to the diversionary tactic of drawing the attack away from building stations to the tactic of concentrating the educators' energies on continuing the blanket reservations beyond June 2, 1953. This is a fine safety valve that would otherwise go into definite and concrete steps toward the actual filing of applications or the construction of stations. Even some good friends of educational TV have become so hypnotized by this June 2 deadline that they have been lured away from the very action that might be calculated to prepare them to meet this date with reasonable confidence.

I wonder how impressed the Commission will be with an applicant for a continuance of the reservation who spent less time working for the construction of his station than for a continuance of the reservation?

You have only four months before the June 2 date.

I do not pretend to be able to forecast what arguments will be persuasive with the Commission after June 2 for the continuance of the reservation of a channel in any particular community. But I am sure that a record of inaction will be of little help to anyone.

In this connection, I should like to quote for whatever interest it may have to you an excerpt from a concurring opinion by one of the Commissioners in the FCC's final allocation report:

One of the considerations which enables me to accept the reservation of channels is the fact that, in the event the educators fail in their efforts, the Commission, at any time it considers it in the public interest to do so, can reconsider its decision in this connection and through rule making proceedings, assign idle educational channels for commercial purposes, and possibly promulgate rules requiring other than non-commercial educational stations to provide adequate educational programs.

Moreover, after a period of one year from the date on which this table of assignments is made final, any interested party is at liberty to petition the Commission for rule-making

proceedings looking toward the commercialization of any or all educational channels lying fallow at that time.

I will mention one more tactic in this strategy of delay. That is to stir up as much controversy as possible over the *modus operandi* of control. It is as plain as a pike staff that the intent of the FCC is that these channels shall be under the control of educators. Any attempts to place these stations under political control would not conform with the Commission's philosophy as I understand it to be outlined in the Sixth Report.

Such is the strategy of delay. Delay is your worst enemy. Delay may well dim the enthusiasm of many educators—an enthusiasm that often in the past has had such a high boiling point. Delay may cause educators to take the No. 1 priority off educational TV and place it on other items—such as the resurfacing of tennis courts or the construction of an addition to the football stadium.

Delay may take the edge off the zest of some important good friends of educators. Delay may dishearten the foundations.

Delay may add to the pressure among commercial applicants—especially in the case of those applicants who have failed to get a grant in a competitive hearing. And delay may aggravate the demand of the public for service of some kind—if not educational then commercial service—in those areas which are now scantily served or not served at all.

All this points to the need for speedy, definite action looking toward the actual construction of stations. Do not be diverted from that goal.

The point that I would like to iterate and reiterate is that whatever anyone plans to do to further this movement should be done now.

The next four months are critical.

The sands of time are running fast.

Last April I made this prediction at the Institute at Pennsylvania State College:

I fear you will find this year of grace the shortest year of your lives.

I think that today more than a few educators are finding that prediction to be coming true.

While much has been done, there is much more that can and should be done.

Many of the large national organizations which profess to be vitally con-

cerned with the problems and potentialities for human betterment such as we see in educational television, should come forward now.

They should help mobilize their state and local bodies back of the effort to build these stations.

I would like to see speakers' bureaus set up in the states to explain this unparalleled opportunity to the service clubs, the civic groups, the churches.

Enough leaders have by now attended meetings or have been otherwise informed so that they can relay the word to others.

Do not make the mistake of overestimating the knowledge of the public regarding the rich possibilities of educational television. Remember, this is so new. Why, with 130 television stations on the air and with 21,000,000 sets in the hands of the public, there is not one single educational television station in operation.

In short, we are talking about something that does not yet exist.

So be sure that your public gets the full story on educational television before you frighten them with details and especially financial figures.

Taxation without representation is tyranny.

But taxation without information is also a form of tyranny.

At this stage of the battle particularly, the philanthropic foundations can be of special help. They can do much to help nail down these precious channels.

I wish that all the educators and their friends could come to the offices of the FCC and see for themselves the intense contests being staged by commercial applicants for channels in competitive hearings. Some of these applicants are spending up to \$25,000 and \$50,000 or more to present their claims.

The time has come to throw everything you have into this fight.

Let every educator, every trustee, every legislator, every governor ponder well how he will answer at the bar of public opinion in the future concerning his record in educational television.

The implications of success or failure to act in any state or community are so tremendous that this matter must have the personal support and leadership of the top executives of every educational institution, civic group or state or local government involved.

Be assured, there will be a day of reckoning.

Let each man in authority examine his conscience now—today—and decide whether he is truly doing all he can to build these stations and thus save the channels for generations to come.

Again I wish to express my appreciation to the Joint Committee on Educational Television for its splendid efforts. I wish also to welcome to the battle the support of the National Citizens Committee for Educational Television. Education cannot rally too many friends in this time of crisis.

I wish you well in this historic campaign. And I renew my pledge of full cooperation within the full limits of my capacity.

[continued from inside front cover]

within our own ranks. There is then a need for the creation of as many situations as possible wherein all teachers at all levels can learn to know the physical possibilities and limitations of the medium so that they may come to recognize the limits of its potential and operate within those boundaries.

We have said too long that we must have our stations as laboratories before these things can be done. Does it not make more sense to be prepared in advance so that when the stations do come along we will be ready to release and use the best that our knowledge can produce? It is obviously impossible to create laboratories that can serve all the teaching population. Units of closed-circuit equipment to be moved about the country might be a possibility if the demand were strong enough. Even without readily accessible equipment, every teacher has an obligation to become informed to the greatest possible extent within the limits of the available resources.

Certainly not the least important consideration of the JCET Seminar was the problem of developing public support for educational television. The FCC has made it quite clear that these facilities are a public resource, that every public information agency within the area of an educational channel is to be given the opportunity to share in its use. And yet a misconception prevails that an educational television station is the unique responsibility of the public school systems. There is no doubt that these agencies will carry the largest part of the load in connection with the establishment and operation

[please turn to page 54]

Educational TV—a "Must" in New York State*

Walter R. G. Baker

Vice President and General Manager, Electronics Division, General Electric Company

MY PURPOSE IN REQUESTING PERMISSION to testify here today is not merely to add to the hundreds of thousands of words that have been spoken or printed in favor of educational television and, more specifically, in favor of the proposal of the New York State Board of Regents.

My purpose is to offer two brief arguments in support of educational television in New York State.

The first statement is that I am firmly convinced the Board of Regents' proposal not only is economically feasible, but may well be an economic necessity.

My second statement is that the security and well-being of the United States may depend in no small degree upon the use of educational television. And if the great State of New York does not take the leadership in setting an example for the other forty-seven states, the benefits of effective educational television may be lost to the nation for all time.

In discussing the economic feasibility of educational television, I will not take your time to review the estimates of the cost of establishing and operating ten stations in New York State. I am thoroughly familiar with the figures and believe them to be sound. There can be, of course, considerable variation in the cost of programming. I am told that the cost of operating all of the public schools in New York State is in excess of one-half billion dollars a year. If a New York State educational television system added one per cent or even two per cent to the cost of educating children and adults, it would be an investment that to my mind would pay dividends for all time.

This nation possesses a rapidly expanding economy which has its roots in a rapidly increasing technology. One basic example is the electronics industry, the fastest growing of all of our major growth industries in the United States. It is the industry that has brought us the miracle of television, but

more than that, it is helping increase our living standards, changing our manufacturing techniques, and constantly working towards increasing our productivity. It is helping to free men and women from monotonous, repetitive work, and helping to make them available for more highly skilled jobs.

This rapidly increasing technology poses an important problem. We know that the demands for engineers, for technicians, for scientists, and of course, for qualified instructors and teachers, will also increase. We know from experience in many fields, in electronics for example, or chemistry, that our progress has been delayed by shortages of competent and well-trained workers. If you will read the classified advertising sections of the New York newspapers, or the newspapers from almost any large city, you will know that our developmental research, both for industry and for military purposes, is being hampered by this shortage of trained and educated workers. I venture to say that this shortage not only adds materially to the cost of our national defense program, but has delayed it measurably.

The increasing technology of our civilization demands that a larger percentage of our population attain a higher level of education. The educational level in the United States has increased, but not as rapidly as our technology has increased. Studies based on the 1950 census are not yet available, but from World War I, when the average educational attainment of those entering military service was at the eighth grade level, until World War II, this level increased to that of a sophomore in high school. In 1940, the median number of years of school completed by white persons in the 20 to 24 age bracket was 11.7. The same figure for non-whites was 7.4 years. We know there has been an increase since 1940, but it has not been adequate to keep pace with our technological development in our laboratories, in our factories, and even on our farms.

What I have said, essentially, is that we need a higher level of education in

this State and in all states if we are to maintain a dynamic economy. What has this to do with the economic feasibility or economic necessity of educational television?

First, I believe that educational television can provide the inspiration necessary to lead many of our young people to extend their schooling, and that through educational television they can be shown the rewards that will be theirs by continuing their education.

Secondly, I believe that educational television will have a tremendous effect upon our adult population, and will result in raising the educational age of this important segment of our people, not only through actual training, but again through inspiring them to take extension or correspondence training.

If our educational level can be raised, we immediately begin to make educational television pay for itself. The Committee on Education of the United States Chamber of Commerce conducted a comprehensive study nearly ten years ago which pointed out there is a direct relationship of income to education, and, of course, higher average income means higher national income and larger sums available for educational purposes.

If you will remember that I am speaking in terms of 1940 income, this study, entitled, "Education—An Investment in People," which will soon be brought up to date, points out that of those wage and salary workers who reached the \$5,000 income bracket, 50 per cent attended college or went beyond; 39 per cent reached high school or graduated; and 11 per cent had eight years of schooling or less. It isn't enough to pat that eleven per cent on the back for having pulled themselves up by their own bootstraps. We must feel we have failed many of those whose lack of education has prevented them from making their fullest contribution to our civilization.

Another study, made by Dr. Harold F. Clark of Columbia University, who compared high and low income countries of the world, states that climate

[please turn to page 54]

*Testimony presented at Hearings of the Temporary State Commission on the Use of Television for Educational Purposes, New York, New York, January 14, 1953. The author is also director of engineering of the Radio-Television Manufacturers Association and chairman of the National Television System Committee.

Third New York TV Study

A STEADY INCREASE in the amount of drama, led by crime drama, and a rise in the amount of violence on television were highlights of the third in a series of annual content analyses of New York television programs released January 24, for the National Association of Educational Broadcasters by Dallas W. Smythe, director of studies.

The NAEB released preliminary results of the study of all programs broadcast by seven New York television stations in the week of January 4-10, 1953, together with a detailed report analyzing the data obtained in the studies conducted in the comparable weeks of 1952 and 1951. The report on the first two years' studies was written by Dr. Smythe and contains an introduction by Professor Robert K. Merton of Columbia University. The 1952 and 1953 studies were conducted by the NAEB with funds provided by the Fund for Adult Education, established by the Ford Foundation.

In addition to the preliminary results released today from the 1953 study a later report will analyze it in detail. A special feature of this later report will be the analysis of character portrayals. The purpose of this portion of the study was to analyze objectively certain aspects of stereotyping in character portrayal in drama produced for television broadcast. Such analyses were performed for 160 programs, totalling 71 hours and 42 minutes of program time, or 23 per cent of all drama program time. Of this total, 131 programs totalling 60 hours and 20 minutes [or 20 per cent of all drama time] were drama programs apparently produced for television broadcast, while 29 programs, with 11 hours and 22 minutes were drama programs composed of film apparently produced for theatrical exhibition. In what is termed indigenous television drama, a total of 337 characters were independently analyzed by three monitors each. An additional 160 characters were analyzed by less than three monitors apiece. Of these totals, 56 characters analyzed by three monitors and 25 characters analyzed by less than three monitors appeared in serial dramas which were studied on more than one day.

Noteworthy features in the 1953 preliminary release are as follows:

Time on the air—In 1953, the 7 New York stations broadcast 39,104 minutes or 651 hours, 44 minutes. This was an increase of 3.9 per cent over 1952 and 15.5 per cent over 1951. Station signals in the 1953 week were off the air unintentionally for 155 minutes, presumably because of storm conditions. If this time had been filled with broadcast signals, the total 1953 program time would have been 39,259 minutes, or 4.3 per cent more than in 1952.

The increase in time on the air has all taken place in the network stations WCBS-TV, WNBT, WABD, and WJZ-TV. In the aggregate these stations broadcast 11.9 per cent more time in 1953 than in 1952, and 40.1 per cent more than in 1951. The three non-network stations—WOR-TV, WPIX, and WATV each decreased its program time in the past three years. In 1953 their total time on the air was 7.8 per cent less than in 1952, and 11.6 per cent less than in 1951.

Programming by class of program—Drama programs in general were higher in 1953 than the year before for the second successive year. In 1953 they were 47.0 per cent of the total time; in 1952, 42.4 per cent; in 1951, 33.2 per cent. Within the total field of drama there were opposite trends apparent.

Drama programs for the general audience increased for the second year in a row. In 1953 they were 43.1 per cent of total time; in 1952, 35.7 per cent; in 1951, 25.4 per cent.

On the other hand, drama programs for the child audience declined for the second successive year. In 1953 they were 3.9 per cent of total time, in 1952, 6.7 per cent; in 1951, 7.8 per cent. This classification does not include all drama presumably available to children. Thus, the drama programs [general as well as children's] broadcast in the children-hours [5 to 7 p.m. weekdays and sign-on to 7 p.m. Saturday and Sunday] were 57.2 per cent of total time in 1953, 55.9 per cent in 1952, and 55.7 per cent in 1951. General drama programs in these hours were 50.5 per cent of total time in 1953, 34.9 per cent in 1952, and 25.3 per cent in 1951. Children's

dramas in these hours were 6.7 per cent of total time in 1953, 21.0 per cent in 1952, and 30.4 per cent in 1951.

The largest sub-class of drama, crime drama, was 15.3 per cent of total time on the air in 1953; in 1952 it was 14.8 per cent; in 1951, 10.0 per cent.

The second largest sub-class of drama, western, totalled 7.3 per cent of all program time in 1953, as compared with 8.3 per cent in 1952, and 7.8 per cent in 1951.

Little change has taken place in comedy drama which stands at 6.0 per cent in 1953, 4.3 per cent in 1952, and 5.3 per cent in 1951.

The fourth largest sub-class of drama, domestic drama, has increased substantially. In 1953 it is 5.8 per cent, in 1952, 4.0 per cent, in 1951, 1.1 per cent.

Declines have taken place in sports, in quiz, stunts, and contest programs, and in personalities programs. Sports programs fell from 10.1 per cent of total time in 1951 to 8.4 per cent in 1952 and to 6.8 per cent in 1953. Quiz, stunt, and contest programs were 5.7 per cent in 1953 as compared with 7.0 per cent in 1952 and 7.2 per cent in 1951. Personalities programs were 2.7 per cent in 1953, 2.4 per cent in 1952, and 4.2 per cent in 1951.

Slow growth is registered by popular music programs which aggregated 4.2 per cent in 1953, 3.7 per cent in 1952, and 3.4 per cent in 1951.

Variety programs as a whole were slightly more numerous in 1953 than in 1952 [11.9 per cent as compared with 10.9 per cent] but in both 1953 and 1952 they were less common than in 1951 [18.4 per cent]. While variety programs for the general audience fell from 13.6 per cent in 1951 to 6.2 per cent in 1952 and to 3.5 per cent in 1953, both children's variety and domestic variety programs were much more abundant in 1953 than in either 1952 or 1951.

The "informational" program classes which increased their relative share of total time over the past year were:

News—up to 6.6 per cent from 5.9 per cent. This is due to the increase in the "special events and features" section of news, and largely because of the addition of the Dave Garroway "To-

day" program within the past year. The proportion of news reports actually fell [from 5.7 to 4.3 per cent].

Cooking—up to 2.8 per cent from 2.0 per cent.

Personal Care—up to 0.8 per cent from 0.5 per cent.

Those which decreased from 1952 to 1953 were:

Information [general]—down to 2.3 in 1953, from 2.9 per cent;

Information [children]—down to 0.8 in 1953; from 0.9 per cent;

Arts, crafts, and hobbies—down to 0.4 in 1953, from 1.2 per cent;

Shopping and merchandise—down to 1.4 in 1953, from 3.5 per cent.

The "orientation" program classes which increased their share of total time between 1952 and 1953 were:

Religion—up to 1.7 in 1953, from 1.0 per cent;

Pre-school entertainment—up to 0.5 in 1953, from 0.1 per cent.

Those which decreased were:

Public events—down to 1.4 per cent to zero;

Public issues—down to 1.5 in 1953, from 1.9 per cent;

Public institutional—down to 1.2 in 1953, from 1.6 per cent;

Personal relations—down to 0.5 in 1953, from 1.0 per cent.

Violence—The number of acts and threats of violence as defined in our 1952 study in all television programs [except sports, news, weather, public issues, and public events] rose from 2,970 in the week in 1952 to 3,539 in the week in 1953. This is an increase of 19 per cent. The number of acts and threats of violence in the children-hours rose by 10 per cent, from 1,278 to 1,412. In the remaining time segments they increased by 24 per cent, from 1,692 to 2,127.

When the acts and threats of violence are related to the amounts of program time one finds there were 5.8 acts and threats per hour for all program time in 1952 and 6.3 [preliminary] in 1953, an increase of 9 per cent. For the children-hours there were 9.6 acts and threats per hour in 1952, and 9.2 in 1953. For the other time segments there were 4.4 in 1952 and 5.2 in 1953.

As is plainly stated in the full report on the 1952 study, these data on violence bear absolutely no implications as to either the effects or the aesthetic values involved.

Programs identified with educational institutions—In 1953, a total of 14 programs were identified with educational institutions. This was an increase of one over the 13 found in 1952, and of 13 over the one observed in 1951.

Advertising—Primary advertising

—what Professor Merton calls segregated advertising—increased from 1952 to 1953 both in terms of number of advertisements and in total time devoted to them. There were 3,771 primary advertisements in the 1953 week, an increase of 21 per cent over the 3,104 in 1952. And there were 235,404 seconds devoted to primary advertising, an increase of 27 per cent over the 185,482 seconds in the 1952 week.

The time devoted to primary advertising in 1953 was 10.0 per cent of total time on the air, as compared with 8.2 per cent in 1952 and 10.0 per cent in 1951. Reliability checks on previous studies indicate that monitors have missed between 5 and 10 per cent of the actual amount of primary advertising.

Data on secondary advertising for the 1953 week have not been completely analyzed as yet.

Television sets for use in observing programs were generously provided by the Zenith Corporation, while the New Yorker Hotel, through special arrangements for rooms, and the Western Union Telegraph Co., which installed electric clocks, were extremely helpful.

During the study week in 1953 a total of 56 monitors were used, divided into two groups. One group, drawn from graduate students in communications, psychology, and sociology from Columbia University and New York University, followed procedures similar to those used in the preceding studies. The other group, consisting of 20 graduate students in Theatre Arts from Columbia University and Queens College were engaged in a special analysis of the methods of character portrayal in drama programs produced for television. Two days of intensive training were given all monitors.

[concluded from page 51]

of these stations, but many public and private agencies will come in for their share. Even if they did not, the public schools depend upon public money and public money is forthcoming only if the citizens who give it are informed as to its use. The public must be informed that they are about to go into the television business and come to recognize that it is the responsibility of the individual citizen to carry forth the present campaign with the vigor that they now expect of their schools.

The Seminar called on each organiza-

tion represented to take the problem of public information directly to their individual members. There is need for some grass-roots dissemination of information. AER-T has a job to do in this regard since we have as members so many individuals from so many different areas who can pass the word along to friends and fellow workers. Many of us are in contact with other professional publications. It is our responsibility to see to it that this story is told far and wide. It is our responsibility to recognize the public resource aspect of educational television and to take steps to assure that the public becomes involved in its development.

This started out to be somewhat of a report of the JCET Seminar. It has developed into a call for action. It subscribes fully and enthusiastically to the work of JCET and pledges the continued support of AER-T to the Joint Committee and its staff. It asks that the support be extended and strengthened to make the work of JCET even more effective. It puts a charge upon each member to act as liaison between JCET and the general citizenry in the extension of that Committee's efforts to arouse the public to an awareness of the existence of educational television as a public resource. It does not ignore the work of other significant organizations involved in the present efforts—the National Citizens Committee for Educational Television, the National Association of Educational Broadcasters, to name two—but it does emphasize the work of one with which this Association is directly affiliated and one that has carried the major part of the burden up to now.

It will be interesting to note the response our membership gives to this call.—JOHN C. CRABBE.

[continued from page 52]

and natural resources do not account for the variations of incomes among countries. But, says professor Clark, "There is one thing that you will always find in any country with a high income. You will find that the people have a high level of education and great technical skill. . . . The evidence is impressive that education is a causal factor as far as income is concerned."

Dr. Clark made his statement even more emphatic. He said, "In the light

[please turn to page 57]

The Effects of TV on Children

Robert A. Kubicek

Publisher, TV Forecast, Chicago, and Member, National Television Review Board

YOU'VE HEARD the expression, "Passing the Buck."

If ever you served in the Army you would know much better what I mean when I say most people would like to engage in the age old exit of "passing the buck" on the subject of television, especially "The Effects of Television on Children."

Yet I cannot help but attempt to simplify this extremely serious subject by saying that the effects of TV on children can better be observed by discovering first the effects of TV on adults.

By pointing a finger at fathers and mothers and charging them with a responsibility of planning TV recreation and entertainment, I am certain to be unpopular with those who feel the TV industry is to blame for all their troubles.

No one can deny that crime and violence of varying degrees are displayed on television. My good friend, George Jennings, director of radio and TV for the Chicago Board of Education and a fellow member of the National Television Review Board, has often related his experiences with teachers. Grade school instructors have encountered children who cannot keep their eyes open because they admittedly stayed awake until midnight to watch TV.

A number of teachers throughout city and suburbs have recorded low grades, definitely attributed to television keeping students away from their homework.

Murders, shootings, fist fights, poisonings, and bombings—all taken in large doses by children—are bound to have an effect. We receive many complaints from parents that their offspring experience nightmares after viewing violent programs of this type.

In trying to imitate their heroes, many young boys have tried to execute illegal holds seen on wrestling programs, with the result that wrists have been fractured. Here is a job for the school athletic department, as well as dad at home!

And who will argue that many of TV's westerns, whether new or old films, have a definite effect on the lan-

guage being used today by Jr. Hopalong?

However, an important question to consider is: *How much does television influence the thinking of our young people?*

My own personal reactions as the father of a three-year-old boy raised in the era of TV are probably no different than many here tonight.

At the present time, my son has two favorites: *Ding Dong School* and *Uncle Johnny Coons' Noontime Comics*. He will watch other programs, but probably because of his age he does not make any demands other than these.

What has Ding Dong contributed? Probably a greater interest in fingerprinting. This year he made his own Christmas wrapping paper, original fingerprint designs that are being treasured by his grandmothers. Ding Dong has also given him an added interest in clay modeling.

To Uncle Johnny Coons, the man of many voices who at one time was the Uncle Mistletoe on TV, and is now the star of King Calico as well, my thanks go for his work in encouraging youngsters to eat their luncheons.

I feel safe in saying that TV, even to a youngster of 3, has influenced thinking. It has vividly portrayed third dimensional characters to *supplement*—not replace—characters in Mother Goose stories and literature.

Having a daily contact with the television industry, I am not one to minimize the impact created daily by programs. I realize, as do station executives, that the magnetic results are in most cases more powerful than radio, movies, newspapers, and other publications. Yet, I feel we must treat television as a medium of entertainment and communication in the same field as those I named.

If parents are reluctant to take an active interest in the type of movies their children attend, or the types of magazines and books their children read, then these same parents have no right to complain about the bad effects of these media. That is also true of television.

It is easy to attack TV, but that alone will not do the job. As all of you here know, it takes considerable time to develop family interest in television. You are now doing similar work by expressing interest in school work. This same interest can be developed in making children better understand some of the fallacies of things they may see on TV.

Let's look at the credit side of television. I think we can all agree that more than any other medium it has done a great job in developing enthusiasm for sports. Boys and girls are learning more about baseball before they have the opportunity of seeing a big-time league game in person. With the increasingly better camera work they are able to get a close-up of stances and techniques that even a visit to the park may not bring out. I see nothing wrong in a young boy imitating a great ballplayer he has watched on television.

Youngsters are also developing *association by sight*. The visual education benefits are obvious, I'm sure, to all of us. That is one of the reasons why the Chicago Board of Education is working so diligently on erecting Channel 11, an education outlet. Only recently the board authorized the expenditure of \$150,000 to build studios in one of their high schools.

Recently Chicago grade and high school students experienced a new First. They watched the inauguration of Dwight Eisenhower as President of the United States.

Not all schools received loans of TV sets, because of the size of the project, but it was a start. It indicated manufacturers are taking a stronger public interest in young people.

This is a start. It is a forward-looking attitude that should be and will be developed by groups such as yours, and by groups such as ours.

Many clubs and associations studying television have asked us for recommended shows, TV programs they can be sure will be of benefit to youngsters, and some fit into school programs. Let

[please turn to page 57]

Classroom TV—Its Potentialities and Problems

Harold Hainfeld

Roosevelt School, Union City, New Jersey

THE USE OF TELEVISION as a teaching aid in the classroom has demonstrated its value in Union City. Our school, the Roosevelt School, located in Northeastern New Jersey, is in the center of a triangle of TV towers that transmit to the metropolitan New York City area. The Empire State Building, from the top of which are transmitted the signals of five stations, can be seen from the front windows of our school. WOR-TV's tower can be seen from the side windows of the school. WATV, in Newark, can be seen from the roof. Thus, being located within this triangle, excellent sight and sound reception is assured through the use of nothing more elaborate than an indoor antenna.

The problem of suitable programs for the classroom has been partially solved by the programs of the Newark and New York City school systems, together with a limited number of telecasts from commercial stations. For example, the Newark Museum has developed a series called *Science Lesson* to meet the needs of the Newark elementary schools. Fortunately, many of the Newark science units are the same as ours in Union City.

The New York City efforts include three half-hour telecasts weekly on school time. Finding that 85 per cent of the home-bound students had television receivers, the New York Board of Education decided to supplement the home instruction program. Two of these programs, however, fitted well into our junior-high units in literature, English composition, social studies, and science. James Macandrew and Mrs. Dorothy Klock assisted in our uses of these telecasts with advance information on program content.

Commercial television provides a basis for weekly current-events lessons for our seventh and eighth grades. TV newscasts present up-to-the-minute material during school time much faster than can newspapers and weekly school-news magazines.

Another type of TV program that we use during school hours is the home-economics presentation. Both cooking demonstrations and clothing designs

shown on TV have proved to be popular with our girls.

Our students have watched full-length feature films in school. Few movie classics have been televised so far. However, when presented, they, also, are worth the interruption in class schedules.

Use of television in the classroom presents a challenge! Utilization problems have to be solved. Some critics of classroom television point out the impossibility of previewing the material by teachers. This has led to the development of program guides and advance information such as is prepared for teachers by the New York City and Newark TV authorities. Through such materials it is possible for the teacher to be well prepared in advance of the program.

Ordinarily, it is unnecessary to have the classroom darkened for television. Consequently, the teacher can make blackboard notes or outlines during the telecast. He can also observe the reactions of the students. If very bright sunlight is in the classroom, the ordinary tan shades can be drawn, as they probably would be anyway. Too few of our classrooms are equipped with blackout curtains for classroom use of films and filmstrips. We may have the projectors, but the Utopian idea of having curtains for all classrooms is far away. Too many schools have only one room where films can be shown. All classes must leave their regular rooms vacant and come to this room when projected materials are used. Television, however, can be used in any classroom, regardless of light conditions.

Use of TV in the classroom presents other problems. The television set is bulky. Even a table model is quite heavy and sometimes requires two janitors and a teacher to carry it from room to room. A console type, equipped with rollers to permit ease in movement, should be considered a minimum requirement for each floor. Another possibility is the use of a table model on a standard projector table equipped with good casters.

When considering the purchase of TV receivers, a 19- or 21-inch screen

seems to be the minimum size for satisfactory viewing. The screen size in inches when changed to feet gives the maximum viewing distance. For example, the distance from screen to viewer with a 19-inch set would be approximately 19 feet. A larger angle of view is permitted when watching television than is recommended for movies. Whereas the latter requires a 90-degree viewing angle, the TV screen can be viewed by pupils within a 130 degree arc.

Another point: Always permit the set to cool off before moving. Tubes are easily damaged if jarred when hot. Expert service is necessary to make repairs. TV repair work is usually beyond the ability of most radio-TV chairmen or audio-visual coordinators. In a few years, however, such technicians will be necessary in all large school systems.

Arranging for pupils to see the programs is another problem of television utilization. Our principal, Charles E. Brown, has in the past arranged for children to hear radio programs when suitable material was broadcast. Likewise he has arranged schedule changes to take advantage of television programs. In our departmentalized seventh and eighth grades, where classes move from room to room, schedules have been arranged so that the class likely to benefit most from the telecast will see it. In the primary and intermediate grades of the elementary school there is no scheduling difficulty, as the students do not change room assignments. The class has its science lesson, for example, at the time of the telecast on this subject.

If educational television is to profit from the experience of radio, steps should be taken toward uniformity in school schedules. A glance at most junior and senior high class schedules reveals periods of from 40 to 50 minutes in length. School opening times range from 8:50 to 9:10 a.m. With all the time, effort, and financial expenditures being made to develop the educational channels, should not more be done to coordinate bell schedules? Studies re-

veal that the limited use of radio on the secondary and college levels is due primarily to the many conflicting class schedules. Will educational TV begin with two strikes against it because of schedule difficulties?

This writer believes that steps should be taken immediately to coordinate schedules in the various station areas. Few situations are likely to be found where changes could not be made. What are a few minutes one way or the other when weighed against the educational potential of TV? Both colleges and high schools should study this matter! Surely some compromises can be made to prevent telecasts from being projected into empty air! And educational stations, also, will benefit. Their radio programs will reach larger audiences when there is greater uniformity in class schedules.

Television offers many possibilities for classroom use. Teachers have commented on the in-service values of TV programs. They have become acquainted with many new materials demonstrated on telecasts. They have been stimulated to use these demonstrations at other times, when the telecasts were not available. Instruction tends to improve as a result of such programs. Practical training courses and methods can be brought to teachers through television.

Television permits students to see many materials that are too costly to use otherwise. It makes available the entire resources of large systems like those of New York and Newark. It can bring into the classroom, miniature planetariums, telescopes, electric motors, animals, and plants usually not found in the small town. For example, material about reptiles was presented to our fifth grade class through television. How many teachers of your acquaintance have snakes in their classrooms for the children to study?

News telecasts have enlivened current events discussions, especially through such interesting devices as maps, charts, flat pictures, and movies. This assists students in associating places and events with the televised pictures.

Our home economics teacher recognizes the potentialities of television as a supplement to her instruction. She points out that funds are seldom provided to enable girls to receive instruction in cooking Thanksgiving turkeys in school. Yet, our eighth-grade girls

saw this material on TV, while their mothers watched the same program at home. Many mothers commented later on the enthusiastic help their children rendered in preparing the Thanksgiving turkey and on the improved flavor of the holiday meal—both the result of the TV demonstration.

How long will it be before the channels allotted to education are in operation? Let's not miss the boat with TV! Rather, why not use the telecasts available in your area now? Then when the educational channels are in operation, you will be better prepared to use them!

[concluded from page 54]

of all of the information available, we are justified in saying that the income will increase far more than the cost of the education."

Beyond the shadow of a doubt, educational television offers us a means of increasing education, and increased education means a stronger economy. If this nation is to withstand the onslaught of the forces of Communism, we must make ourselves as economically strong as we possibly can. The intellectual germ warfare of Marxism can never be effective in a country where the standard of living is high and where no sane man or woman would consider exchanging his or her birthright of a full, free life for a mess of promises. For this reason, and for the reason that we must maintain a strong economy if we are not to fall under the weight of the cost of continuing preparedness, I believe educational television to be an economic necessity and a means by which we can bring added security to this nation.

I know that others have brought out forcefully the methods by which educational television will bring an added service, a new impact, to our educational structure in New York State. Educational television basically is an audiovisual aid, and no one who saw the amazing results accomplished by audiovisual training in the armed forces during World War II can have the smallest doubt of its value. I agree fully with the Honorable Frieda Henneck, member of the Federal Communications Commission, that through educational television, the television screen would be an electronic blackboard in every home, school, and factory across the nation.

To my mind it is not a question of whether we can afford educational tele-

vision in New York State. Instead, I believe we cannot afford, if we have the least concern for our country's future and for the future of our children, to pass up the opportunity that has been offered us. We cannot afford to discard what may well be one of the keys to the most rapid advance of civilization that this world has yet witnessed.

[concluded from page 55]

me name a few, with obvious reasons why they are recommended.

Saturday—Big Top, Nature of Things, Hobby Time, Jet Pilot, Mr. Wizard, Pet Shop, Sports Edition, Farmtown U.S.A., and Quiz Kids.

Sunday—The Pulpit, America at Church, Faith for Today, Catholic Hour, How Does Your Garden Grow?, American Forum of the Air, Lamp Unto My Feet, City Desk, Kukla, Fran and Ollie, Zoo Parade, Super Circus, Indoor Soccer, Meet the Press, Magic, See It Now, Press Conference, and Quest for Security.

Monday through Friday—Ding Dong School, Noontime Comics, University Talks, Garfield Goose, King Calico, Johns Hopkins Science Review, and Voice of Firestone.

Tuesday—What's the Great Idea? Life Is Worth Living, and Keep Posted.

Wednesday—Chicago Symphony Orchestra.

Friday—Walt's Workshop and World Is Yours.

Programs Currently Under Fire—The following programs are now being reviewed by the National Television Review Board for possible objectionable ratings: What's My Line? Name's the Same, Walter Winchell, Superman, Guiding Light, Love of Life, The Web, Mr. and Mrs. North, and Search for Tomorrow.

One of the most recent projects of the National Television Review Board is the recognition of outstanding entertainment. This month we have the pleasure of announcing that Ding Dong school, by unanimous consent of the members of the Board, has been selected as the "Show of the Month," and Dr. Frances Horwich will be presented a suitable citation.

Each month we will announce other leading programs, and here is where you again can be of help to us. Send us your nominations.

Television Operations Training

K. L. Dragoo and K. M. Nielsen

Co-Instructors, Vocational-Radio-TV Station Operations, San Francisco Schools

EIGHTY-FIVE JOURNEYMEN RADIO BROADCAST OPERATORS from Northern California form the first class in Television Station Operation, now being offered by San Francisco's new J. A. O'Connell Trade and Technical Institute.

In 1951 a careful study was made of the possible technical personnel requirements of the television industry. An Advisory Committee indicated that an acute need for operators would occur in 1952-53, and possibly over a five-year period, to man the hundreds of new proposed TV stations. To meet this need, plans were formed, budget set, and in the fall of 1952 complete RCA field pickup equipment, as used in all local TV stations, was delivered.

Initial training in studio and field pickup phases of operations was offered to employed radio broadcast operators during October, 1952. Eighty-five men, representing almost every large and small broadcast station in the area, have enrolled for a two-hour lecture period per week, plus a three-hour "crew" training session. At the end of six weeks of classes, interest is on the increase in the groups, and classes have been wait-listed. This group of government licensed, experienced radio men is expected to form a nucleus of trained TV operators which will be available for employment in the late spring of 1953, when openings should be available for vacation relief men and in new TV construction.

Training programs are set-up to provide weekly lectures with discussion of RCA technical manuals and of periodical literature as a group project. These classes are repeated in a morning and evening session to accommodate men who work any shift [remember, radio-TV operation is a 24-hour job]. Men sign up for a three-hour actual on-the-equipment "crew" training session as a member of typical eight-man TV field pickup crew. Here each man rotates through audio, boom, camera, floor man, camera control, switcher, lighting, and director positions to gain first-hand experience in operation on the same equipment he will use if employed by

most TV stations.

While primary emphasis is now placed on this much needed journeyman training, another small group of selected advanced students, all adult, from the radio operations group are given an opportunity to work with TV on a longer and more complete time basis.

For fifteen years San Francisco has been training radio operators for broadcasting and other stations, and has placed more than 400 graduates in this field. The success of this training program is based on the following factors:

[1] The employment of instructors from the industry.

[2] The use of KALW, educational station of the San Francisco Board of Education, for training with professional types of equipment. [KALW was the first FM educational station built in the country and is equipped throughout by RCA. See *Broadcast News*, Issue 37, Page 10 "Interesting New School Installation"].

[3] The interest and encouragement offered the program by school officials.

[4] The formation and efficient functioning of a special Trade Advisory Committee of labor, employer, employee, and educational members.

[5] The acceptance of trained persons by the industry.

RCA field equipment used in the training program consists of two new RCA TK-31A field cameras with tripods, camera controls, field switcher, sync generator, and master monitor. For floor monitors two 21" RCA 21T159 receivers are used. In addition to the 50, 90, and 135 mm lens supplied with TK-31A cameras, two RCA 8½" lens and two 15" Wallensak telephoto lens are available.

An RCA 77-D mike is used for boom operation in conjunction with an RCA EN-2A remote amplifier for field pickup.

A film pickup is made using a TK-31A camera and a long persistence rear projection screen. A 35 mm sound projector, 16 mm sound projector, 35 mm slide projector and a balop unit are multiplexed to frame on the single screen by means of front silvered mirrors.

Lighting equipment includes six 8" fresnel spots and six 18" scoops using 1,000 watt lamps. All lighting is mounted on roller stands for field pickup use.

The KALW mobile recording truck unit is being rebuilt to accommodate the TV gear for field pickup use.

TV operations are quartered in temporary studio facilities adjoining the KALW-FM plant on the fourth floor of the Samuel Gompers Trade School Building. In 1953 it is expected that all radio-TV operations training will be centered in new quarters, adequate for the program.

Dr. Herbert C. Clish, superintendent of schools in San Francisco, and Dr. O. D. Adams, assistant superintendent, should receive much acclaim for their interest and recommendations in the furtherance of this training program. J. C. Clisham, vocational supervisor [and veteran I.B.E.W. Local #6 electrician] has been of the greatest assistance.

The two labor bodies under whose jurisdiction men in radio-TV operations in this area work, N.A.B.E.T., C. F. Rothery, president, and the I.B.E.W. Local #202, Jack Dunn, business agent, have been enthusiastic and active in class organization and acceptance of trained men.

Chief engineers and station supervisors, many of whom are former students, have assisted greatly in organization, advice, and in hiring trainees.

Howard McGill, of Zack Radio Company [RCA Jobber] and president of the San Francisco TV Academy of Arts and Sciences has been of great help and encouragement as have equipment manufacturers' representatives such as Dick Newman, San Francisco RCA representative, jobbers, and station management.

Japanese TV

Two Japanese newspaper men, Dr. S. Chiba and M. Yoshikama of the *Tokyo Yomiuri*, visited Philadelphia early in January on a national inspection tour of U. S. television facilities. Their tour also included a visit to TV centers in Hollywood.

The *Tokyo Yomiuri* is one of three Japanese newspapers which have set up a new company, Nippon TV Network.

Availabilities

Prepared by Gertrude G. Broderick

Recordings

The following recorded programs should be of interest to members of AER-T, since they have been produced primarily for in-school listening. Further details may be obtained by writing directly to the indicated sources:

From Enrichment Records, 246 Fifth Avenue, New York 1, eight programs recorded at 78 rpm and on long playing 33 1/3 rpm. Dramatized episodes in American history, based on the well known *Landmark Books*, published by Random House, Inc. Titles are as follows:

Voyages of Christopher Columbus, adapted from "The Voyages of Christopher Columbus" by Armstrong Sperry;

Landing of the Pilgrims, adapted from "The Landing of the Pilgrims" by James Dougherty;

California Gold Rush, adapted from "The California Gold Rush" by May McNeer;

Riding the Pony Express, adapted from "The Pony Express" by Samuel Hopkins Adams;

Paul Revere and the Minute Men, from "Paul Revere and the Minute Men" by Dorothy Canfield Fisher;

Our Independence and the Constitution, adapted from "Our Independence and the Constitution" by Dorothy Canfield Fisher;

Building the First Transcontinental Railroad, adapted from "Building the First Transcontinental Railroad" by Adele Nathan;

Wright Brothers, Pioneers of American Aviation, adapted from Quenton Reynolds' book of the same name.

From the Ladies Auxiliary, Veterans of Foreign Wars, through their chapters in local communities [locate the one nearest you].

The American Trail—A new series dramatizing outstanding events in American history, beginning with the Convention in Philadelphia in 1787, and following with stories from different parts of our country—New England, the South, and the West; stories of historic American trail-blazers in exploration, in government, in science, invention, manufacturing, and agriculture. Final program in the series is the

story of the new role of the United States today as a leader for all the freedom loving peoples of the world.

These recorded programs are being broadcast, beginning this month, over local radio stations throughout the country. Teachers interested in their further use in classroom situations, should consult local VFW Auxiliary members about possible arrangements.

Two AER-T members, James F. Macandrew, director of broadcasting, Board of Education, New York City, and Gertrude G. Broderick, U. S. Office of Education, served with Robert K. Richards, director of public affairs, National Association of Radio-TV Broadcasters, as an Advisory Committee in the planning of the series.

Publications

From the Radio-TV Services, U. S. Office of Education, Washington 25, D. C., the following publications

[in limited quantity] are available:

Radio and Television Bibliography—Briefly annotated descriptions of some 400 books on radio and television, together with lists of producers of records and transcriptions, of publishers of periodicals, and of sources of general information on radio and television. Copies in quantity should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 20 cents each.

Uses Schools Are Making of Sound Recording—A mimeographed bulletin by Dr. R. R. Lowdermilk, radio-TV education specialist, U. S. Office of Education, reporting on a number of ways in which schools throughout the United States are making use of sound recording in their educational programs.

List of Educationally-Owned Radio Stations by State and City—A revised list as of January 2, 1953, showing the location, the call letters, the power, the licensee and the name of the general manager or program director on each of the 146 AM and FM radio stations presently being operated by educational institutions throughout the country.

More New Members

Again we present a list of the names and addresses of new AER-T members. These joined between January 1 and January 21. Attention is called to one more institutional member—The National Broadcasting Company, New York. All of us should continue our solicitations—particularly keeping in mind institutional memberships.

Institutional

National Broadcasting Company
Attn.: Edward Stanley
Public Affairs and Education
New York City

Arkansas

Leona Scott
Director of Radio
Arkansas State Teachers College
Conway

California

Charles F. Lindsley
Prof. of Speech and Chairman of Dept.
Occidental College
Los Angeles

Colorado

Woodson Tyree
Director of Radio and Speech
Station KRCC-FM
Colorado College
Colorado Springs

Illinois

Mary C. Gillies
Principal
Flower Technical High School
Chicago
Mrs. Catherine D. Phelps

Associate Prof. of Drama and Speech
Mundelein College
Chicago

Indiana

Audio-Visual Center
Board of Education Office
Hammond
New Albany City Schools
Attn.: Vernon McKown
Director of Audio-Visual Instruc.

Michigan

Battle Creek Public Schools
Professional Library
Willard Library Building

Mississippi

Mrs. R. M. Hamill
State Chairman of Radio and TV
Mississippi Congress of Parents and Teachers
Jackson

New Jersey

Thaddeus J. Sheft
Director, TV in Education Project
N. J. State Teachers College
Montclair

New York

Roger A. Pihl
Director of Radio
St. Lawrence University
Canton

North Dakota
Robert E. Dressler
Chairman
Radio Department
Jamestown College

Ohio
Board of Education
Radio and Audio-Visual Education
Columbus

Pennsylvania
Westminster Radio Workshop
c/o Donald L. Barbe
Chmn. of Dept. of Speech and Dramatic Arts
Westminster College
New Wilmington

Rhode Island
Rev. W. A. Murtaugh, O.P.
Chairman
Physics Department
Providence College

Tennessee
Robert N. Grove
Administrative Assistant
Chattanooga Public Schools

Texas
Clyde J. Garrett
Director of Radio
Howard Payne College
Brownwood

Washington
Prof. Theodore O. H. Karl
Chairman
Department of Speech
Pacific Lutheran College
Parkland
Hugh A. Rundell
Asst. Prof. of Speech and Director of
Announcing
Station KWSC
State College of Washington
Pullman

and civic organizations, according to Dr. I. Keith Tyler, institute director.

Entries to the Institute's American Exhibition of Educational Radio and Television Programs will vie for the 17th annual "Ohio State Awards."

Awards, based on the purposes and contents of program series, will be made in each of fourteen radio and six television classes, such as public affairs, cultural, religious, furthering international understanding, women's and children's programs.

The judges are persons prominent in the fields of public affairs, education, and broadcasting. They will evaluate samples of program series on the basis of educational value and significance, production quality, and appeal to the audience to which it is directed.

Events of Significance

TV Education Urged

The president of the National Association of Radio and Television Broadcasters suggested recently that the nation's universities should devote as much attention to television education as they do to educational television.

Harold E. Fellows of Washington, D. C., told the annual Georgia Radio-TV Institute meeting at the University of Georgia on January 29 that there is a present tendency for "the student who is planning to make a career of television to become the forgotten man."

Predicting an employment figure of 40,000 for 1,000 TV stations, Mr. Fellows urged that students be trained "with such intensity that they will be employable."

He said that the long and tedious process of bringing maturity to the TV industry through thorough training of tomorrow's leaders in the industry is a worthwhile process, no different from education itself which is also a long, tedious process.

He restated the NARTB position of not opposing educational television stations, and said that, a few critics to the contrary notwithstanding, the history of the broadcasting industry is one of cooperation with educational institutions. He cited the record of cooperation of the University of Georgia and its Peabody Awards for excellence in radio and television.

The extent of the growth of this cooperation, he said, "may depend in a larger degree than we think upon the ability of our educational institutions to 'tool up' for the significant under-

taking of preparing our young people for television careers."

Institute Rates Radio-TV Programs

Top radio and TV programs of the past year from the educator's point of view will be announced as a leading feature of Ohio State University's 1953 Institute for Education by Radio-Television, scheduled for April 16-19 in Columbus.

Winning programs will be selected by a panel of experts and announced on April 13. Entries are already pouring in from networks, local radio and television stations in every section of the country, and various educational

Radio-TV Short Course

More than fifty radio and television newsmen attended the seventh annual radio-TV short course at the University of Minnesota, February 6-7. This professional refresher course was presented by the University's School of Journalism, in cooperation with the Northwest Radio News Association.

Featured events included a talk on "Political Revolution by Television," by Sig Mickelson, director of television news and public affairs, CBS, New York; a radio and TV news sales clinic; and a TV workshop, featuring a talk by Ralph Renick, news director, Station WTVJ, Miami, Florida.

Outstanding Programs

Ding Dong School

Some months ago Frances Horwich was a teacher, less known in Evanston than her two brothers who are distinguished pediatricians in the North Shore suburb. Today she is a television celebrity. And as the two doctors meet their young patients, their mothers besiege them with questions about "Miss Frances," their sister. She's only been Miss Frances the few months since she opened her "Ding Dong School" program on WNBQ, the NBC television station here. Prior to that she was Dr. Frances Horwich, chairman of the Education Department of Roosevelt College, from which position she has taken leave of absence to cope with the problems of her new TV career.

Television, which talks about frontal lobe operations while it is accused of beaming everything at the 12-year-old mind, aimed this program right at the three-to-five-year-old. It scored a bull's-eye. The pre-school set is enchanted with Miss Frances. And it was a three-year-old youngster, the daughter of Reinald Werrenrath, Jr., producer of the show, who named it the Ding Dong School, because it opens with the ringing of a handbell. This was a name which Werrenrath rather sheepishly suggested but soon it was found that the lollipop kids were generally calling it that, anyway.

"Ding Dong School" was introduced without benefit of sponsor or even an announcement to editors that it was

going on. After the first telecast, Jules Herbiveaux, NBC-TV program boss, phoned and said: "We've got a new show over here that's either the worst show that we ever pitched up, or the best. Right now, I just don't know." Well, he knows now. It's the only program NBC has ever devised that wins practically 100 per cent acclaim. Letters at first poured in by the dozen, soon they were up to 100 a day, and now they are running more than 1,000 a day.

Ding Dong School, like other schools, is in session Monday through Friday—but only a half hour from 10 to 10:30 a.m. All over the Chicago area, and, in recent weeks, some twenty other cities, little children, many of them gathered in nursery schools, squat down in front of the TV receiver, completely absorbed in Miss Frances, her soft words and her easy, slow moving action. She brings them a wide variety of experiences, through action, scenes, and events which most mothers seem to be just too busy to give the youngsters.

Miss Frances goes in heavily for demonstration. She shows them how to make things with clay, or to make a picture with corn. She works with crayons, too. She does a lot of things with trucks, trains, tractors, and other moving objects, which kids love. She constructs simple bridges or tunnels and passes the vehicles over or through them.

She has brought in several musicians to show them how the tuba, the violin, or the bass viol operates. Always she puts herself into the position of the child—that low level on the floor, looking up at big men, playing big instruments. She speaks slowly and softly, smiles a lot and always looks directly into the camera and at the viewer. Some of the very small youngsters are mystified by the fact that they can't talk back directly to her.

Miss Frances strives to give the youngsters a feeling for shapes and designs. Today the pictures the kids draw, the cutouts they make are piling up in her office. Many of these simple drawings and pictures she shows on the air.

When juvenile attention might tend to lag, she leads into a little exercise program. "Now let's all stand up and stretch out our arms," she says. And pretty soon they are back at it. And she has hundreds of letters attesting to the fact that the small fry sit fascinated

until the end of the program each morning.

Endeavoring to explain the appeal of Ding Dong School, Mrs. Horwich says: "Little children sometimes feel left out of things. Our little school gives them a sense of belonging. It's a little like belonging to a neighborhood gang or group of boys or to a Girl Scout troop. It's this identification with a group that is important."

The pre-schoolers love Miss Frances and they show this devotion by overwhelming her with letters [mostly written by mothers] and sharing their proudest possessions with her. The letters and packages contain little toys, dolls, pressed flowers, ginger bread cookies, sticky marshmallows, pebbles, drawings, picture cutouts. One youngster sent her a necklace strung with pumpkin seeds; another a bird's nest with the eggs still in it. Another child from the slums sent her a stick broken "from the first tree he had ever seen."

Mrs. Horwich—her husband is a historian with the Air Force—has had a long and distinguished career. A graduate of the University of Chicago, with a Ph.D. from Northwestern University, she has been teaching more than twenty years. When picked for TV by Judith Waller, NBC's central division educational director, Mrs. Horwich never guessed how quickly her life would be transformed into that of a "wholesale baby-sitter" or a modern Pied Piperess whose bidding thousands of kids will do without question. And she's just a little bit startled to learn that her words can result in denuding the shelves of stores of art gum, crayons, trucks, and trains. —LARRY WOLTERS, Chicago, in *The New York Times*, January 7, 1953.

KDKA School of the Air

The Spring Semester Handbooks for the KDKA School of the Air have been distributed to interested teachers served by the Pittsburgh, Pennsylvania, radio station. Others may secure copies by

A Suggestion to Membership Solicitors

Personal solicitation is the most effective method of securing new AER-T members. However, anyone who finds it inconvenient to solicit prospective members is invited to send his list of names and addresses, being sure to indicate the correct street address, city, zone, and state, to Mrs. Gertrude G. Broderick, U. S. Office of Education, Washington 25, D. C. She and her Membership Committee co-chairman, William D. Boutwell, will be glad to extend the invitation in your behalf.

addressing Mrs. Victoria Corey, Station KDKA, Grant Bldg., Pittsburgh 13.

All five series are presented from 9:45 to 10 a.m., and cover the period from February 2 through June 5.

Monday—A social studies program for the elementary and junior high grades. All 18 programs describe a real-life trip through the continent of Africa and are a continuation of the previous semester's program.

Tuesday—A science program, "Adventures in Research," for upper elementary and junior high. It is a dramatized series which endeavors to bring science "down to earth" by telling the human interest story behind important scientific developments and discoveries.

Wednesday—A music program for upper elementary and junior and senior high. This semester's programs alternate programs presenting vocal music of the schools of the Pittsburgh area with programs of instrumental music presented by members of the Pittsburgh Symphony Orchestra.

Thursday—A science and nature program for the intermediate grades. Titled "There Is Fun Afield," the series presents such topics as "Glaciers," "Comets and Meteors," "The Ocean Floor," and "Scientists Fight Disease."

Friday—A program on conservation entitled, "This, Our Land."

NBC-TV Operas on Saturday Afternoons

The NBC Television Opera Theatre will be presented each month on Saturday, at 5 p.m., EST, beginning February

Dates to Remember

Now is not too soon to start making plans to attend the Annual Meeting of the AER-T in Columbus, Ohio, April 16.

Be sure also to reserve Saturday noon, April 18, for the Annual AER-T Luncheon at the Deshler-Wallick Hotel.

7. The opening telecast will be the world premier of "The Marriage" by Bohuslav Martinu.

Subsequent programs scheduled for presentation are: March 7—"Sister Angelica" by Puccini; April 25 and May 2—"The Rose Cavalier" by Richard Strauss, in two installments, the first running an hour and a half and beginning at 4:30 p.m., EST.

TV Courses for H. S. Credit

The San Diego, California, schools offer a series of adult education courses by television for which high school credit may be given.

The series presently includes three nine-week courses: meteorology, family life education, and practical bookkeeping. Any individual who has reached the age of 18 may register in one or more of the courses.

The TV lessons are supplemented by

other materials mailed to those who enroll. There is a small registration fee. A written examination, given at the Education Center after the last program, must be successfully completed. Those who do so receive one-half unit of credit which may be applied toward a high school diploma at any one of San Diego's evening high schools.

Increased Demand for Teachers' Manuals

The Ohio School of the Air sent out 32,464 Teachers' Manuals for its 1951-52 programs, as compared with 20,619 the previous year. Currently, the School is deluged with requests for manuals to accompany the program, *Once Upon a Time in Ohio*. This noteworthy program is treating Ohio history in 32 episodes during the 1952-53 school year as a part of the observance of Ohio's sesquicentennial.

Idea Exchange

Manufacturer Acclaims Educational TV

Educational television is here at last. It is here to stay. The challenge afforded by this brand-new form of television must and will be met by forward-looking businessmen everywhere, not just in our manufacturing and distributing circles.

Educational television, properly nursed at this stage, can become a bonanza for the manufacturer, dealer, and distributor. It should prove the greatest single incentive for the purchase of sets in the life-history of television.

All of us—dealer, distributor, and manufacturer alike—working as one big team, can take advantage of this unparalleled opportunity which lies before us.—*The Emersonian*, a publication of the Emerson Radio and Phonograph Corporation.

Quoted In "Education Summary"

Excerpts from two articles which appeared in the *AER Journal*, December, 1952, issue, appeared in the January, 1953, issue of *Education Summary*. In addition, reference was made to another article in the same issue, "Selecting School TV Receivers," by Philip Lewis.

The two articles quoted from were

"Mass Media Education—a Challenge," by Molly A. Bruckner, and "Television Programs for Public Relations," by Louise E. Hock.

Communication Arts at Denver

The University of Denver has integrated its curricula in the fields of radio, television, theater, and journalism into a School of Communication Arts. This new school operates within the College of Arts and Sciences.

New Jersey AER-T News

Recently, new officers were elected by the New Jersey AER-T. They are: *President*: Harold Hainfeld, Roosevelt School, Union City; *Vice Presidents*: Marie Scanlon, acting supervisor, Radio and TV, Newark Board of Education; Edward Rasp, director of TV project, Rutgers University; *Secretary*: Robert Macdougall, educational director, Station WATV, Newark; *Treasurer*: Theodore Sheft, TV Project, Montclair State Teachers College.

The next meeting of the New Jersey AER-T will be held at the Rutgers University TV Studio, New Brunswick, May 2, 1953. Harold Hainfeld, the new president, will preside. Edith List, program supervisor, Station WBGO-FM, Newark, will speak on the topic, "Let's Not Forget Radio."

Also planned is a tour of the educational TV studio at Rutgers, and a discussion of plans for educational TV in New Jersey.

An important item of business at the May meeting will be the perfection of plans for an AER-T meeting at Atlantic City on November 12, 1953, when the New Jersey Educational Association celebrates its one hundredth anniversary.

William Pfeifer, supervisor of radio and TV, Newark Board of Education, is now in the Philippines. Marie Scanlon has been named to the post of acting supervisor during his absence.

NBC Offers New Music Program

A new program entitled, *America's Composers*, is being offered by the National Broadcasting Company in co-operation with the American Society of Composers, Authors and Publishers and the Eastman School of Music. Initial program was February 2, 11:30 p.m., EST.

These half-hour programs, to be broadcast from the Eastman School of Music, will be performed by the Eastman School Symphony Orchestra under direction of Dr. Howard Hanson, and the Eastman School Wind Ensemble conducted by Dr. Frederick Fennell.

The music for each program will be selected by a board of judges including Dr. Hanson, Howard Taubman, author and music editor of the New York Times, and Samuel Chotzinoff, NBC general music director.

Although the program is being provided by ASCAP, the music will not be limited to that of ASCAP composers. The major emphasis will be contemporary American music, but there will be occasional excursions into the past, particularly of American music which has not been too widely played.

Some composers to be selected for the program may not be native Americans, but if they have spent most of their life here and have achieved their reputation as composers in this country they will be regarded as American composers.

In addition to the symphony orchestra and wind ensemble of the Eastman School, the program from time to time also will utilize the school's chorus and other instrumental combinations required by various compositions.